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ABSTRACT

A case study assessed the effectiveness of Reading Recovery as a reading intervention program for students in the first grade. The subject was a 6-year-old boy in the first grade who was experiencing difficulty in learning to read. The student was selected to receive tutoring based on his scores on informal reading assessments as well as on his teacher's observations of him in the classroom. The subject received instruction 2 days a week for 12 weeks. Each lesson was based on the Reading Recovery model and lasted approximately half an hour. At the end of the intervention period, the subject was retested and showed improvement in alphabet knowledge, word identification, phonological awareness, and word recognition. The student also demonstrated growth in independent reading. (Twenty references, a graph of data, and pre- and post-intervention summaries of scores for tutoring assessment, writing samples, and reading strategies are appended.) (RS)

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A Case Study of the Implementation of Reading Recovery with a First Grade Student

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Spring 1993

Running Head : Reading Recovery

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Abstract

This case study is designed to assess the effectiveness of Reading Recovery as a reading intervention program for students in the first grade. The subject of this study is a six year old boy in the first grade who is experiencing difficulty in learning to read. The student was selected to receive tutoring based on his scores on informal reading assessments as well as on his teacher's observations of him in the classroom. For twelve weeks, I worked with this student two days a week. Each lesson was based on the Reading Recovery model and lasted approximately half an hour. At the end of the intervention period, the subject was retested and showed improvement in alphabet knowledge, word identification, phonological awareness, and word recognition. The student also demonstrated growth in independent reading. This study has possible implications for the use of the Reading Recovery program as an intervention technique for children encountering difficulty in learning to read.

A Case Study of the Implementation of Reading Recovery with a First Grade Student

First grade students come to school with a variety of abilities, skills, and backgrounds. In a class of twenty-four students, some children may already know all the letters of the alphabet and may be able to read, while others may not have any concept of letters or how to read. First grade is a crucial year in education in that many children enter this school year expecting to learn how to read. Unfortunately, this dream does not always come true, and some students in the primary grades fall behind their peers in reading and writing. Not only can the failure to learn to read have devastating effects on the self-esteem and motivation of students, but it is also likely that these students will continue to face a great deal of difficulty throughout school and life if they are not provided with the assistance that they require. In order to prevent these difficulties from occuring, educators must make extensive efforts to provide children in the primary grades with strategies that enable them to read. While the debate continues over how to best serve students who are having difficulty learning to read, Reading Recovery has been gaining attention as a program that holds promise for meeting the needs of low-reading primary-age children.

As a beginning teacher, I feel that it is important to research early literacy development so that I can better understand how to apply specific strategies for teaching children to read. Through this

project, I expected to gain a better understanding of how to enable children to become literate as well as how to provide most effectively for those students who need extra assistance in this area of instruction. This study was also designed to assess the effectiveness of Reading Recovery as a reading intervention program for students in the first grade. Using elements of this program to tutor a first grade student, I hoped to help this child develop strategies which will aid him in becoming a better reader.

My hypothesis for this study is that the implementation of the Reading Recovery program will prove effective as a means of helping a six-year old boy adopt several strategies and show increasing independence in his reading. Following a general description of Reading Recovery, I will discuss the research that has been conducted on this program to date and provide the reader with a concrete example of how the Reading Recovery program works through a case study. Finally, I will present the results of this study and summarize the implementation of the Reading Recovery program.

Review of Related Literature

Reading serves as the foundation for children's success in school and in life. Because reading is a fundamental life skill, illiteracy has been and always will be an issue of great concern in our nation and in our schools.

> Children who do not learn to read by the end of first grade will fail to achieve in almost all other areas of the curriculum. Reading failure causes children an immense loss of self-esteem during school years, and their need for additional schooling and remedial service make them expensive education liabilities. Moreover, an individual who leaves school as a nonreader continues to be a social liability, lacking the basic skills needed for self-support and for making an economic contribution to society (Boehnlein, 1987, p. 32).

Research on reading intervention indicates that the most effective means of helping children who are having difficulty learning how to read and write is to provide intense instruction at the earliest possible age for these children (Taylor, Short, Frye, Shearer, 1992). While studies imply that most remediation programs have failed to help children with reading difficulties, Reading Recovery has emerged as a program that "has potential for substantially reducing the number of children with reading difficulties" (Monograph attributed to Ohio State University, p. 2). In this study, I will describe the Reading Recovery program and discuss its implementation with a first grade student.

Originally developed in New Zealand by child psychologist and educator Marie M. Clay, Reading Recovery is an early intervention program designed to provide first grade children who are at risk of failing to learn how to read with a second chance at becoming successful readers (Lyons, 1989). The program is intended to assist those first grade students who are among the poorest readers (lowest 20 percent) in their class. Students are selected for this program based on teacher judgment, a standardized test, and a Diagnostic Survey (Lyons, 1991). Through Reading Recovery, these children participate in intense one-on-one lessons on a daily basis with a specially trained instructor (Pinnell, Fried, Estice, 1990). The fundamental goals of Reading Recovery are to "reduce reading failure through early intervention and to help children become independent readers" (Monograph attributed to Ohio State University, p. 2).

These goals are met in several ways. By identifying students at risk of failing to become successful readers early in the first grade, Reading Recovery can provide children with the intensive instruction they need to catch up with their peers (Boehnlein, 1987). The fact that this program works to bring poor readers up to the average or above-average level of their classmates allows pupils to benefit more from classroom instruction. In addition, Reading Recovery is designed to aid students in developing a system of strategies that they can use to assist them in reading. These strategies allow students to continue their growth in reading

without further assistance (Monograph attributed to Ohio State University).

Reading Recovery is an intervention program designed to intervene and equip children with the necessary skills for becoming successful readers. This program is not a remediation program in that it is intended to "provide intensive and focused intervention while the child is in the process of learning the early strategies of reading" (Monograph attributed to Ohio State University, p.2). Rather than allowing pupils' poor habits to become ingrained and difficult to change, Reading Recovery stresses the importance of intervening while children are still in the early stages of developing strategies for reading (Boehnlein, 1987). Because a child who experiences failure in reading is likely to lose self-confidence and experience emotional difficulties, the Reading Recovery program is designed to intervene before these difficulties arise (Monograph attributed to Ohio State University). By providing the lowest performing children with the opportunity to participate in a Reading Recovery program, it is believed that teachers can promote self-confidence as well as prevent reading failure from occurring (Hill, Hale, 1991).

Because Reading Recovery is intended to be "something extra," the lessons do not substitute for classroom instruction (Pinnell, et al., 1990). Teachers and students work together to find a period in the day that will not interfere with regular class time. The fact that pupils considered to be in danger of failing to learn how to read receive reading instruction in addition to regular class instruction

is viewed as a major asset of the Reading Recovery Program. Opitz (1991) found that this extra instruction time in reading provides low achieving readers with the opportunity to accelerate and catch up with the average reading levels of their classmates.

Research indicates that a large majority of readers who are experiencing difficulty in reading are able to overcome their troubles after about twelve to twenty weeks in the Reading Recovery program (Opitz, 1991), and these students continue to advance in reading, writing, and classroom instruction after the program has been discontinued (Gaffney, 1991). Reading Recovery is designed as a short-term program which provides low achievers with the individual support and instruction that they need to become independent readers capable of monitoring their own reading. Every child in Reading Recovery spends thirty minutes a day with a specially trained instructor. During this time, instructors engage pupils in reading several little books and in writing short stories or messages. Based on the belief that children learn to read and write by being immersed in these activities (Holdaway, 1979), one of the main objectives of the Reading Recovery program is to actively involve students in both reading and writing in each lesson (Pinnell, et al., 1990). Tutoring on an individual basis allows instructors to tailor their lessons to each child while constantly building on the child's strengths in reading and writing (Jongsma, 1989). During the lesson, the instructor can attentively observe the student reading and writing and make decisions spontaneously. "Teachers analyze

children's behavior in detail, carefully select texts to be read, and try to expand their repertoire of responses to children in order to support the individual 'orchestration' of information and skills necessary to get meaning from the text" (Pinnell, 1987, p. 52). Through this individual instruction, teachers are able to plan appropriate activities and adjust their lessons to encourage students to use their knowledge to develop into readers and writers (Pinnell, et al., 1990). When a child makes accelerated progress and reaches the level of his/her classmates, the program is discontinued and another child is given the opportunity to receive the individual instruction offered through Reading Recovery.

The teaching of Reading Recovery requires the ability to work with children, to observe and analyze reading behavior, to make informed decisions based on observations, and to work with others; in addition, a deep understanding of the reading process and a true commitment are vital. In order for Reading Recovery to be taught effectively, instructors must attend a year-long, inservice program to receive the necessary training (Clay, 1991). This year of training is intense and is designed to expose teachers to every theoretical and practical implication of the Reading Recovery program (Jongsma, 1990). Through this training, teachers learn to become better decision-makers, observers, and assessors of reading and writing behaviors. In line with the belief that individuals learn better by being actively involved, teachers in the Reading Recovery training program "learn in an apprenticeship-type program, for they are

teaching and learning at the same time" (Jongsma, 1990, p. 272). While attending lectures and discussions, trainees work one-on-one with children to test, observe, and analyze the implications of what they have learned. Other major aspects of the staff development are the peer demonstrations and discussions which take place behind one-way viewing mirrors. The goals of this intensive training program are "to help teachers develop the ability to gather detailed knowledge of the behavior of each child across a variety of reading and writing tasks and to make decisions based on their analysis" (Pinnell, 1987, p.55). While questions have been raised as to how essential this training is, research has indicated that many of the accomplishments of the Reading Recovery program will not take place unless teachers fully participate in the training program (Jongsma, 1990).

Through this intensive training, Reading Recovery teachers improve their ability to develop individual lessons intended to help pupils who are experiencing difficulty in learning how to read. These lessons are designed to support these children as they become independent readers by building on their knowledge about reading and writing and by encouraging them to develop reading strategies similar to those used by good readers (Deford, Lyons, Pinnell, 1991). Research indicates that Reading Recovery instructors have been successful at helping low achieving readers make accelerated progress in reading by engaging children in appropriate holistic

reading and writing activities (Monograph attributed to Ohio State University).

Throughout the program, the teacher closely monitors and observes the student in order to adjust the program to the child's individual needs and strengths. During each lesson, the teacher and the student sit side by side reading and writing together. The intimacy of this program allows the teacher to capitalize on "teachable moments" and offer the support and encouragement that the child needs to feel comfortable taking risks (Pinnell, 1990).

Prior to beginning lessons based on the Reading Recovery framework, the teacher spends ten days engaging the child in reading and writing activities. This time period is called "Roaming around the Known" because it allows the instructor and the student to explore what the child already knows before any teaching takes place. (Pinnell, 1989). While each lesson is different in that it is tailored to build on the individual's skills, needs, and interests, the lesson framework of Reading Recovery includes four major components: the child rereads familiar books, the instructor takes a running record while the child reads yesterday's new book, the child writes a message/story, and the child reads a new book that has been introduced (Lyons, 1991).

Each Reading Recovery lesson begins with the child rereading several familiar books. The books most often used in the Reading Recovery program are narrative in story form and have simple, repetitive texts which tend to engage beginning readers. In order to

guide teachers in selecting the most appropriate texts, the "little" books used in Reading Recovery are organized into twenty reading levels (Pinnell, 1990). While the books that a child reads in a lesson may range in difficulty levels, the child should be reading with 90% accuracy. The pupil's accuracy rate in reading is used by the instructor to determine whether or not the selected texts are within the appropriate reading range of the child. The idea is to engage the student in reading books that are easy enough for him/her to read fluently while implementing good reading strategies, yet hard enough to force him/her to execute some independent problem solving (Pinnell, et al., 1990).

Every day the teacher assumes a neutral role while taking a "running record" of a book that was read by the child for the first time the day before. In addition to serving as a record of progress, a running record allows the instructor to assess the child's independent reading behavior and note the strategies the child is using to read texts (Lyons, 1991). The teacher uses a type of shorthand miscue recording style to record the student's use of strategies - such as meaning, structure/language syntax, visual/auditory information, self-correction, omissions, insertions, or rereading of text (Pinnell et al., 1991). The information obtained from taking reading records is valuable in helping "the teacher make decisions about the next day's selection of texts and about how to direct teacher and child attention during the lesson" (Pinnell, et al., p. 284, 1991).

Because writing is considered an integral part of whole language learning (Goodman, 1986), a major aspect of the Reading Recovery lesson frame involves the composition of a brief message. If a student needs further work in learning the names of letters and the features of print, the instructor may choose to take some of the writing time to work with the child using plastic letters and a magnetic board. Depending on the child's needs and previous knowledge, this work may be used at various points in the program to increase the student's familiarity with letters, to construct words, or to do word analysis (Pinnell, 1990). The writing part of a Reading Recovery lesson is a collaborative exercise in which the teacher and child work together to write a brief message about one or two sentences long. The student writes his/her message in a blank journal which has been turned so the long side is toward the student. The student's message is written on the bottom page of the writing book. The top page of the journal is called the practice page and is used for working out the words (Lyons, 1991). The teacher provides the student with support in writing a message that he/she has composed. The child writes what he/she can and attempts the unknown words with the help of the instructor. Sometimes, the teacher chooses to write some of the words for the child. When appropriate, the instructor may decide to encourage the child to predict the sounds in words (DeFord, et al., 1991). This supportive situation provides the child with the opportunity to analyze the details of written language and begin developing strategies for

hearing sounds in words (Monograph attributed to Ohio State University).

After the child constructs the message and reads it over several times, the instructor writes it on a sentence strip and cuts it into words. The child is then asked to reassemble and read the message (Lyons, 1991). This exercise is beneficial in that it provides students with opportunities to search for information, use known information, and check their own work (Pinnell, 1990).

The final component of the Reading Recovery framework involves the introduction and the reading of a new book. "The new book is carefully selected by the teacher to be just a bit more difficult than the text read that day and also to bring new learning into focus" (DeFord, at al., 1991). Before reading the book, the teacher and child look through the book, talk about the pictures, and make predictions. This introduction allows the child to become familiar with the plot, aspects of the story, and some of the language of the text (Pinnell, et al., 1990). As the child reads the book for the first time, the teacher provides support and facilitates higher learning by asking questions and encouraging the use of strategies (DeFord, et al., 1991). The next day, the teacher will take a running record as the child reads this book independently.

While this framework provides a guide for Reading Recovery lessons, teachers must follow each child and tailor the lessons to build on the individual's needs, strengths, and skills. "Individual variations in lesson plans are always possible, providing there is a

sound rationale based on a particular child's response to lessons" (Clay, 1985, p. 56). Teachers must constantly strive to adjust their lessons in ways that foster acceleration, development of strategies, and independence.

Most children learn to read and write during their first years of school. However, some experience a great deal of difficulty in overcoming this hurdle. While it is important to remember that each student progresses and develops at his/her individual pace, research indicates that it is extremely likely that a child who is having difficulty in reading at the end of first grade will continue to have difficulty for years to come (Juel, 1988). In an effort to help these children and present these problems in reading from occuring, literacy programs are being implemented and tested throughout the United States. Concentrating on students in the first grade, Reading Recovery is one of these programs which strives to provide children who have low literacy levels with the additional time and individual help that they need in the early stages of learning (Dunkeld, 1991).

Although no one program will be successful for every individual, Reading Recovery is attracting attention as an effective intervention program for low-level readers. In addition to serving as a national early intervention program in New Zealand, Reading Recovery has been implemented in 268 school districts in Ohio, in over 50 school districts throughout the United States, and in 12 sites in Australia, Canada, and England since its introduction to the United States in 1984-1985. Of the 13,000 students who have

participated in the Reading Recovery program in the United States, 89 percent have reached the average reading level of their class (Dunkeld, 1991). Furthermore, a pilot study was conducted to examine the long-term effects of this program. The results of this study reflect that the Reading Recovery students continued to perform better in reading at the end of third grade than the comparison group of students who had received alternative services (Pinnell, et al., 1991).

Although many reports praise Reading Recovery, it is still a fairly new program which needs to undergo further testing. In an effort to better understand the stages that children go through in learning to read and in order to test the effectiveness of this program, I have tutored a first grade student, using elements of Reading Recovery. The following sections of this paper will describe my experience with Reading Recovery and present an analysis of the results of this study.

Design of the Study

This is a case study of Ken[1], a six-year-old boy in the first grade at Snead Elementary School. Snead Elementary serves a low-income population and more than 40% of the student population is African-American. The school is located in Central Virginia in a

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[1] All names have been changed to ensure confidentiality.

medium-sized city. The city is home to a large public university, which is approximately five miles away from Snead Elementary. The education program at the university provides college students with the opportunity to work with children of all ages in both the city and the county schools.

Ken lives with his parents and his older brother and is of white heritage. He is quite small for his age and talks with a high-pitched voice. He always comes to school well-groomed and dressed appropriately for the weather. His lack of organization, however, is reflected in the fact that both his bookbag and cubby are stuffed to the brim with odds and ends and crumpled papers. Every day, Ken arrives at school with thousands of stories and adventures to tell. Ken has a speech impediment which often makes him difficult to understand, and his teachers believe that this speech impediment has played a major role in his difficulties in learning to read. Although Ken has begun going to speech therapy this year, his teachers feel that this should have started much earlier. His parents, however, did not feel that it was a problem because they could understand him. Since beginning speech therapy, Ken's teachers have noted marked progress.

Ken's brother, Sam, attends the same school. Now in the third grade, Sam has also experienced many difficulties in school, especially in learning to read. Ken's father is a musician, and his mother works as a waitress at a local restaurant several days and nights a week. Ken's mother has recently become an active volunteer

in his school, spending one day a week in each of her children's classrooms. While she is in the classroom, Ken tends to cling to his mother and rely on her for help. Ken's teacher, Mrs. Adams, contributes Ken's dependency on others and lack of motivation to the fact that he is used to having others do everything for him. Having taught Ken's older brother and having observed Ken's mother in the classroom, Mrs. Adams "feels fairly confident that Ken has been spoiled and has always had adults do everything for him." Ken's Chapter One teacher also expressed her concern that Ken's cuteness has allowed his progress to be hindered. She explained that Ken is "a bright little boy, but he has some gaps because he has been allowed to play the 'I can't do that game'." Ken's mother tries to read to him every day, but he does not read to her. She also writes stories that Ken tells her; he colors the pictures.

Through a course offered at the university, I had the opportunity to tutor Ken in reading twice a week for a twelve week period. Each tutoring session was based on the Reading Recovery model and lasted approximately half an hour. The students selected by Ken's teacher to receive tutoring were encountering difficulty in learning to read and had received the lowest scores on the informal reading assessments administered to all first grade students at Snead Elementary.

Throughout this study, I observed Ken in several different settings while taking detailed notes. In my notes, I attempted to record as much as possible of what Ken was doing, how he interacted

with others, what he said, his facial and bodily expressions, and how he reacted to others. On several occasions, I audiotaped and videotaped tutoring sessions and transcribed them. These transcriptions allowed me to reflect on the lessons and make changes in my tutoring style that I felt would be beneficial to Ken. Finally, I interviewed Ken, his regular classroom teacher, his Chapter One teacher, and his mother. Using this information, I was able to plan my lessons to suit Ken's individual needs and interests. I also used the information gathered from these interviews to analyze and draw conclusions about Ken, the reasons behind his difficulties in school, and how he was benefitting from the tutoring sessions.

To begin my study, I assessed Ken's alphabet knowledge, concept of print, phonological awareness, and word recognition using an assessment packet developed by Darrell Morris (Appendix A). Taking into account Ken's assessment scores, teacher recommendations, and the information that I had gathered in researching the Reading Recovery program, I began tutoring Ken for approximately half an hour every Tuesday and Thursday. On the days that I tutored, I would pick up Ken at his classroom at 8:45, and he would fill me in on his latest news as we walked to the library. In the library, we would sit in the same corner, in the same carousel, in the same seats every day. Because Ken is so easily distracted this seemed to be the best place for us to work.

Although not trained to teach Reading Recovery, I adopted a lesson plan similar to the one used in this program. Each lesson consisted of the following four parts: rereading familiar books; taking a running record; a writing activity; introducing and reading new books. In order to ensure that my lesson plan was as similar as possible to the Reading Recovery model, I observed trained teachers as they implemented lessons and conferred with them. Throughout my project, I worked extensively with an instructor involved in Reading Recovery. She observed our lessons and provided feedback.

I carefully observed Ken throughout each lesson, watching for moments that I could teach him new strategies and capitalizing on the moments that he demonstrated awareness of reading strategies. During and after each lesson, I took notes, which I used to reflect on my teaching skills as well as to adapt each lesson to fit the needs, skills, and interests of my student.

After tutoring Ken for a twelve week period, I readministered the same assessment package that I had used to test Ken's reading performance at the beginning of this study (Appendix B). In addition to these assessments and the information that I gathered in researching Reading Recovery, I will use the running records, writing samples, word bank, and notes that I gathered over the course of this study to summarize the progress that Ken has made over the past twelve weeks and to analyze the effectiveness of the Reading Recovery program with him.

Analysis of Results

After using the assessment packet developed by Darrell Morris to diagnose Ken's reading performance, I hypothesized that Ken would benefit from my using the Reading Recovery model to tutor him. He demonstrated competence in word-by-word matching, directionality, and recognizing and producing the letters of the alphabet. Despite his control of several of the early strategies, Ken demonstrated confusion about how to apply this knowledge. From observing and talking with Ken, his teachers, and his mother, I quickly learned that he had had a lot of exposure to reading and writing. However, he needed someone to help him learn how to put this knowledge to use.

During the first couple of weeks that I worked with Ken, we explored many books together, and Ken began reading very simple books to me. Although Ken was able to point to the words when we read together, he had difficulty in doing this when he read independently. Ken would make up a text that made sense and matched up to the picture rather than making sure that his words corresponded with the number of words on a page, .

Initailly, Ken was extremely hesitant about writing anything. While he did not have any trouble composing sentences, he seemed insecure about his ability to spell. Instead of forcing him to do something he was not comfortable with, I decided that we could write messages collaboratively. Through these exercises, I quickly learned that Ken was especially good at identifying the initial

sounds in words and that he had a fairly sound knowledge of the relationships between letters and their sounds. Again, he demonstrated difficulty in applying this knowledge to help him read text.

After working on building Ken's confidence in reading and writing for the first couple of weeks, we slowly began engaging in more structured lessons. During these lessons, I worked to teach Ken to use various strategies, including meaning and visual clues. In the beginning, Ken did not attend to the meaning of the text and would guess at unknown words, using only the first letter of the words. Ken also neglected to use the pictures to help him make predictions about the text. Often Ken's reading did not make sense and reflected his failure to use visual and meaning clues to help him read (Appendix C).

When Ken finished reading The Big Hill, I turned back to the page that reads "We fall." I explained to Ken that he read this page as "We rode." Then, I asked him to look at the picture and tell me what they rode. Ken looked at the picture then at the words on the page and began to giggle. He explained to me that they did not ride anything, so I asked him to read this page to me again. This time he read it as "We crashed." Covering the words with my hand, I asked him "What letter would you expect to see at the beginning of the word 'crashed'?". Eventually, Ken was able to reread this sentence correctly.

As we continued to engage in exercises similar to this on a regular basis, Ken began to recognize the importance of using both visual and contextual clues to predict what the text might say. Eventually, he was able to begin using these strategies without me encouraging him to do so. As shown by the running record in Appendix D, Ken became quite adept at self-correcting and using language patterns to help him predict. When Ken had difficulty reading the last page of I Spy, he flipped back to the page before to get a "running start." After several attempts, Ken was able to read this sentence so that it made sense and fit the context of the story. This was an exciting accomplishment for both of us.

As Ken demonstrated his ability to employ these strategies and correct himself, he read increasingly difficult books. These books provided him with the opportunity to strengthen his skills in problem solving and reading. Over the twelve week intervention period, Ken progressed from reading level one books on an independent level to reading level five books on an independent level. Appendix E illustrates this progress that Ken made in independent reading.

Ken also demonstrated progress in writing. In the beginning, he did not like to write anything. However, after several weeks, Ken began to enjoy predicting how to spell words, as well as wanting to do the writing himself. Ken's improvement in spelling is evident in his journal writing. Initially, he was only able to produce a few letters, and I would fill in the rest (See Appendix F). Towards the

end of the twelve weeks, Ken had begun to demonstrate his ability to write more independently (See Appendix G). Ken's progress in writing is also reflected in the word bank that he developed over the intervention period. When I first asked Ken to write all of the words that he knew, he was only able to write the word "cat." Several weeks later, Ken had developed a word bank of over fifteen words that he could recognize and produce on his own.

Prior to beginning this study, I hypothesized that Reading Recovery would prove to be an effective intervention program which would help Ken would develop some strategies and become more independent in his reading. Through the implementation of elements of the Reading Recovery program, Ken was able to adopt some strategies and become a more independent reader. Ken's development of a broader range of strategies in both reading and writing should continue to help him advance in learning to read. Although he still has a long road ahead of him, the progress that Ken has demonstrated over this twelve week period indicates that the Reading Recovery is an effective intervention program.

Summary and Conclusions

Through researching Reading Recovery and using elements of the program to tutor Ken, I have begun to understand why Reading Recovery has received attention around the world. Not only did the program allow Ken to make progress in reading, but it also helped me

develop a better understanding of how to teach children to read. As a teacher, I will apply the knowledge that I have learned in doing this study to help guide my reading program.

Ken also benefitted from the individual attention that I was able to give him. Because he is so easily distracted, the one-to-one instruction that this program requires proved to be an effective approach for Ken. In the classroom, there is always a lot of noise and activity. This atmosphere often makes it difficult for individuals like Ken to get the attention and assistance that they may need. Working alone with me in a quiet area of the library provided Ken with the opportunity to focus on learning and to become engaged in many different reading and writing activities. By constantly offering praise and support, I tried to create a non-threatening work environment in which Ken felt comfortable taking risks. Although we worked hard, the tutoring sessions were generally fun and enjoyable for both of us. Giving Ken my undivided attention and support seemed to play a major role in the progress that he made over the intervention period.

Although Ken's progress demonstrates the effectiveness of Reading Recovery, I have not yet compared it to other intervention programs. In the future, I would like to research and test alternative programs so that I could compare them with Reading Recovery. Other pitfalls of this study deal with the fact that I am not trained in Reading Recovery and that I was only able to work with Ken twice a week for twelve weeks. The creators of Reading

Recovery insist that in order for it to be truly effective it must be implemented by a trained instructor five days a week.

Through conducting this study, I have learned the importance of providing one-to-one instruction for children who are experiencing difficulty in school. While the expense and time commitment involved with Reading Recovery may prevent schools from being able to provide their students with this service, I feel that it is crucial that some type of one-to-one tutoring program be established. After researching other intervention programs, I plan to develop a model lesson plan which volunteers could use in the classroom.

Appendix A

SUMMARY OF SCORES FOR TUTORING ASSESSMENT

NAME Ken TUTOR Nancy Caravath
DATE Jan. 21, 1993 TEACHER SCHOOL

ALPHABET KNOWLEDGE
Have the child point to letters on the letter naming sheet as you record on this sheet. Underline or circle those letters which the child was unable to name readily. Call out the same sequence of letters for the production test and have the child write them on the back of this sheet.

A	F	K	P	W	Z	Known Upper Case (possible 26)	25/26
B	H	O	J	U		Known Lower Case (26)	22/21.
C	Y	L	Q	M			
D	N	S	X	I			
E	(F) (G)	R	V	T		Letters Produced (26)	25/26
a	f	k	p	w	z	Reversed P, Z, J, G.	
(d) (b)	(h)	o	j	u	a		
c	y	(l)	(q)	m			72/78
d	n	s	x	i		TOTAL SCORE FOR ALPHABET	
e	g	r	v	t	g		

CONCEPT OF WORD
See attached sheet for scoring directions

Pointing Score (8 possible)	8/8
Word Identification (8)	4/8
TOTAL SCORE	12/16

PHONOLOGICAL AWARENESS
See attached sheets for sorting task and spelling words. Ask child to write words on the back of an attached sheet or staple paper to this set of forms.

* Extremely hesitant about trying to spell words.
* Seemed insecure about his ability to spell. Several times he asked me to spell the words for him.

Soprting (12 possible)	12/12
Spelling (21-42 possible)	13/21
TOTAL SCORE	25/33

WORD RECOGNITION
Check off words on record sheet while student reads from the unlined list. Record scores below.

* Ken had a difficult time with this part of the assessment
* Seemed insecure with his ability to read and write.
* Tried to sound out words letter by letter.
* Quickly became frustrated with this exercise.

Decodable Words (10)	1/3
Basal Words (10)	—
WRAT words (10)	1/3
TOTAL SCORE	2/6

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CONCEPT OF WORD AND WORD IDENTIFICATION

You will need a copy of Katie and My Home stapled in the form of a little book.

	Pointing	Word Recognition	
1. Katie is walking (2) in the rain. (1)	1	✓ (1)	walk (2)
2. She (1) sees a big (2) doag.	1	Katie/sc (1)	doa/sees (2)
3. The dog (2) shakes water (1) on Katie.	1	shakes (1)	✓ (2)

1. My home is here, said the bird.	1	bird
2. My home is here, said the frog.	1	✓
3. My home is here, said the pig.	1	
4. My home is here, said the dog.	1	
5. My home is here, said the rabbit, and in I go.	1	

PHONOLOGICAL AWARENESS - SORTING AND SPELLING

SORTING

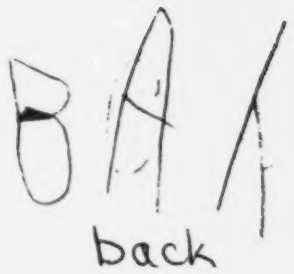
You will need a set of 15 picture cards (listed below). Put a check beside each picture they were able to sort correctly and an X beside any that they did not sort correctly. Transfer these scores to the first sheet.

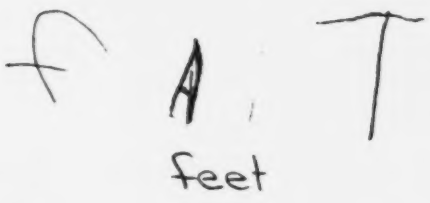
BUG		MOON		SUN	
box	✓	milk	✓	soap	✓
bag	✓	mouse	✓	saw	✓
bed	✓	match	✓	sock	✓
bat	✓	mop	✓	sink	✓

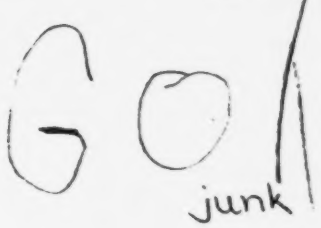
SPELLING

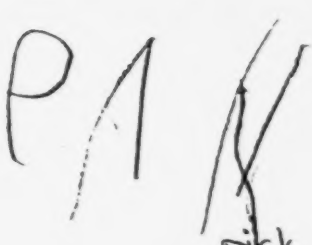
Call out at least six of the words below after modeling one or two words. Ask the student to write them in a horizontal column (use the back of one of these assessment forms or another paper that you attach.)

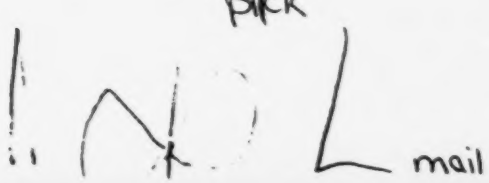
1. back	4. junk	7. side	10. peeked
2. feet	5. picking	8. chin	11. lamp
3. step	6. mail	9. dress	12. road











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Appendix B

SUMMARY OF SCORES FOR TUTORING ASSESSMENT

NAME Ken TUTOR Nancy Caravati
DATE April 1, 1993 TEACHER Ms. Adams SCHOOL Snead Elementary

ALPHABET KNOWLEDGE
Have the child point to letters on the letter naming sheet as you record on this sheet. Underline or circle those letters which the child was unable to name readily. Call out the same sequence of letters for the production test and have the child write them on the back of this sheet.

A	F	K	P	W	Z	Known Upper Case (possible 26)	26/26
B	H	O	J	U		Known Lower Case (26)	24/26
C	Y	L	Q	M			
D	N	S	X	I			
E	G	R	V	T		Letters Produced (26)	26/26
a	f	k	p	w	z		
b	h	o	j	u	a		
c	y	l	(q) p	m			
d	n	s	x	i		**TOTAL SCORE FOR ALPHABET**	76/78
e	(g) h	r	v	t	g		

CONCEPT OF WORD
See attached sheet for scoring directions

Pointing Score (8 possible)	8/8
Word Identification (8)	8/8
TOTAL SCORE	16/16

PHONOLOGICAL AWARENESS
See attached sheets for sorting task and spelling words. Ask child to write words on the back of an attached sheet or staple paper to this set of forms.

Soprting (12 possible)	12/12
Spelling (21-42 possible)	38/42
TOTAL SCORE	50/54

WORD RECOGNITION
Check off words on record sheet while student reads from the unlined list. Record scores below.

Decodable Words (10)	3/5
Basal Words (10)	—
WRAT words (10)	3/5
TOTAL SCORE	6/10

* Using beginning sounds.
* Attempted to sound out each letter in the words.

CONCEPT OF WORD AND WORD IDENTIFICATION

You will need a copy of Katie and My Home stapled in the form of a little book.

	Pointing	Word Recognition	
1. Katie is walking (2) in the rain. (1)	✓	✓ 1	✓ 2
2. She (1) sees a big (2) doag. Sounding out words.	✓	✓ 1	✓ 2
3. The dog (2) shakes water (1) on Katie. It/sc splashes/sc her/sc *Self-correcting	✓	✓ 1	✓ 2

---

1. My home is here, said the bird.	✓	✓
2. My home is here, said the frog. *Used picture	✓	✓
3. My home is here, said the pig.	✓	
4. My home is here, said the dog.	✓	
5. My home is here, said the rabbit, and in I go.	✓	

When I asked Ken how he knew that this word was "here," he responded by saying "because it starts with an h-h-h sound."

PHONOLOGICAL AWARENESS - SORTING AND SPELLING

SORTING

You will need a set of 15 picture cards (listed below). Put a check beside each picture they were able to sort correctly and an X beside any that they did not sort correctly. Transfer these scores to the first sheet.

BUG		MOON		SUN	
box	✓	milk	✓	soap	✓
bag	✓	mouse	✓	saw	✓
bed	✓	match	✓	sock	✓
bat	✓	mop	✓	sink	✓

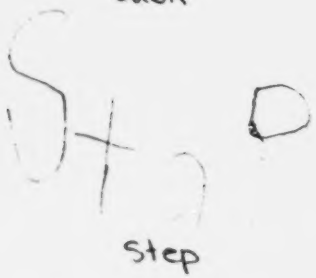
SPELLING

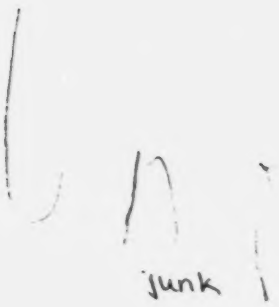
Call out at least six of the words below after modeling one or two words. Ask the student to write them in a horizontal column (use the back of one of these assessment forms or another paper that you attach.)

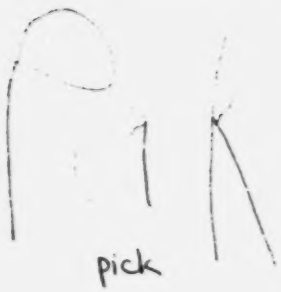
1. back	4. junk	7. side	10. peeked
2. feet	5. picking	8. chin	11. lamp
3. step	6. mail	9. dress	12. road

back

feet


step


junk

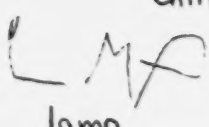

pick

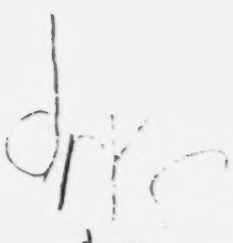
mail

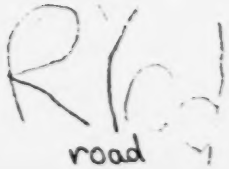
side

chin

peeked


lamp


dress


road

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Appendix C

Appendix C:
As demonstrated in this running record, Ken did not use visual or contextual clues to help him in his early reading.

The Big Hill (level 3)

✓ ✓ ✓
The Big Hill

✓ ✓ ✓
We climb up.

✓ climb ✓
We run down.

✓ rode/crashed/fall (T)
We fall.

✓ ✓
We roll.

✓ ✓
We crash.

✓ ✓
We laugh.

And we went back up
Then climb up again.

Appendix D

Appendix D:
After several weeks of intervention, Ken used several different strategies to help him read.

I Spy (level 5)

✓ ✓
I Spy

✓ ✓ ✓ ✓ ✓ ✓ st...
I spy . . . a pig in a sty. "I don't remember the name of the place where pigs live."

✓ ✓
I spy . . .

✓ ✓ ✓ ✓ ✓
a bird in the sky.

✓ ✓
I spy . . .

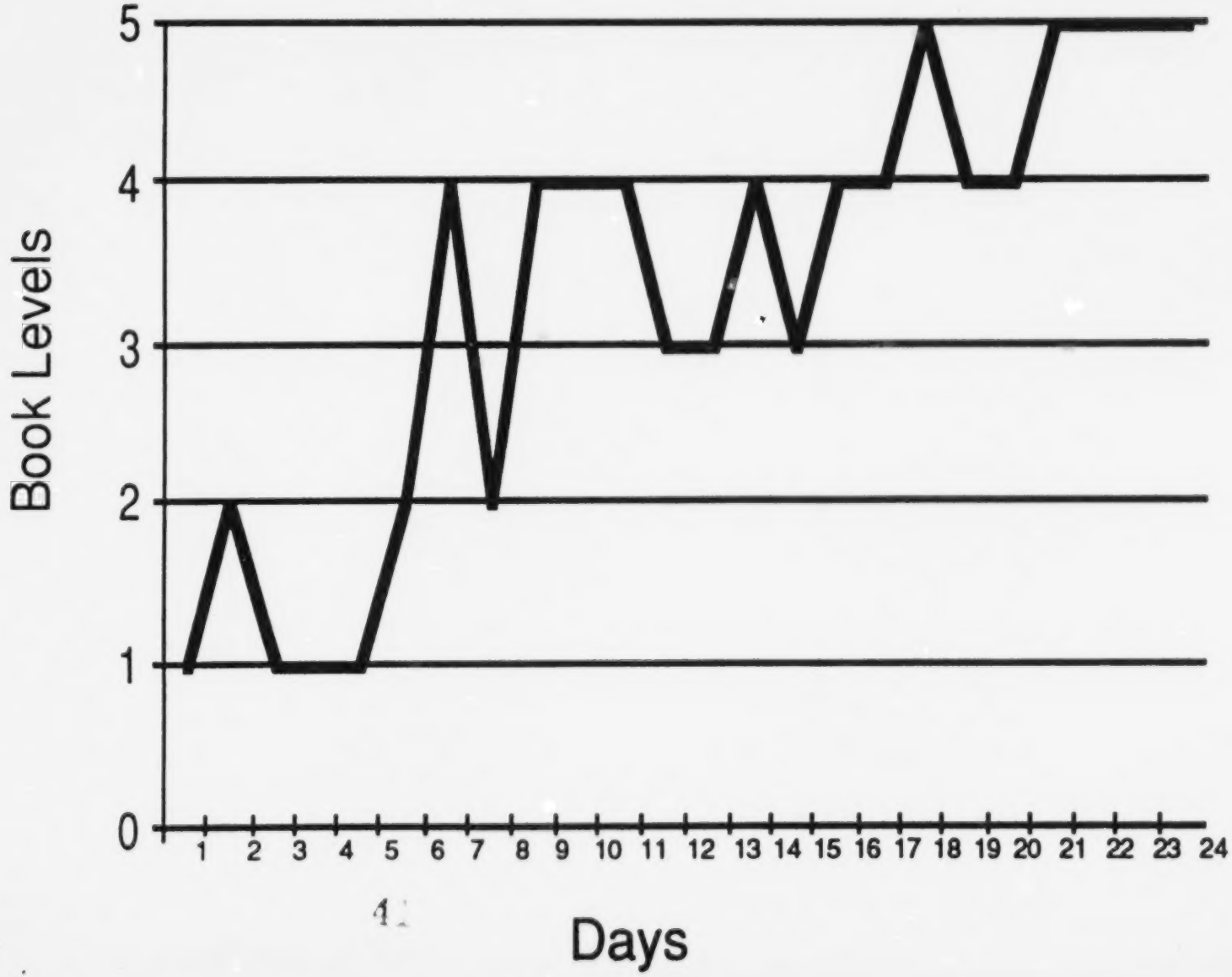
✓ ✓ ✓ the/sc ✓
a cat in a tree.

✓ ✓
I spy . . .

Puppies/sc who/that/sc ✓ ✓
Some puppies like me. R

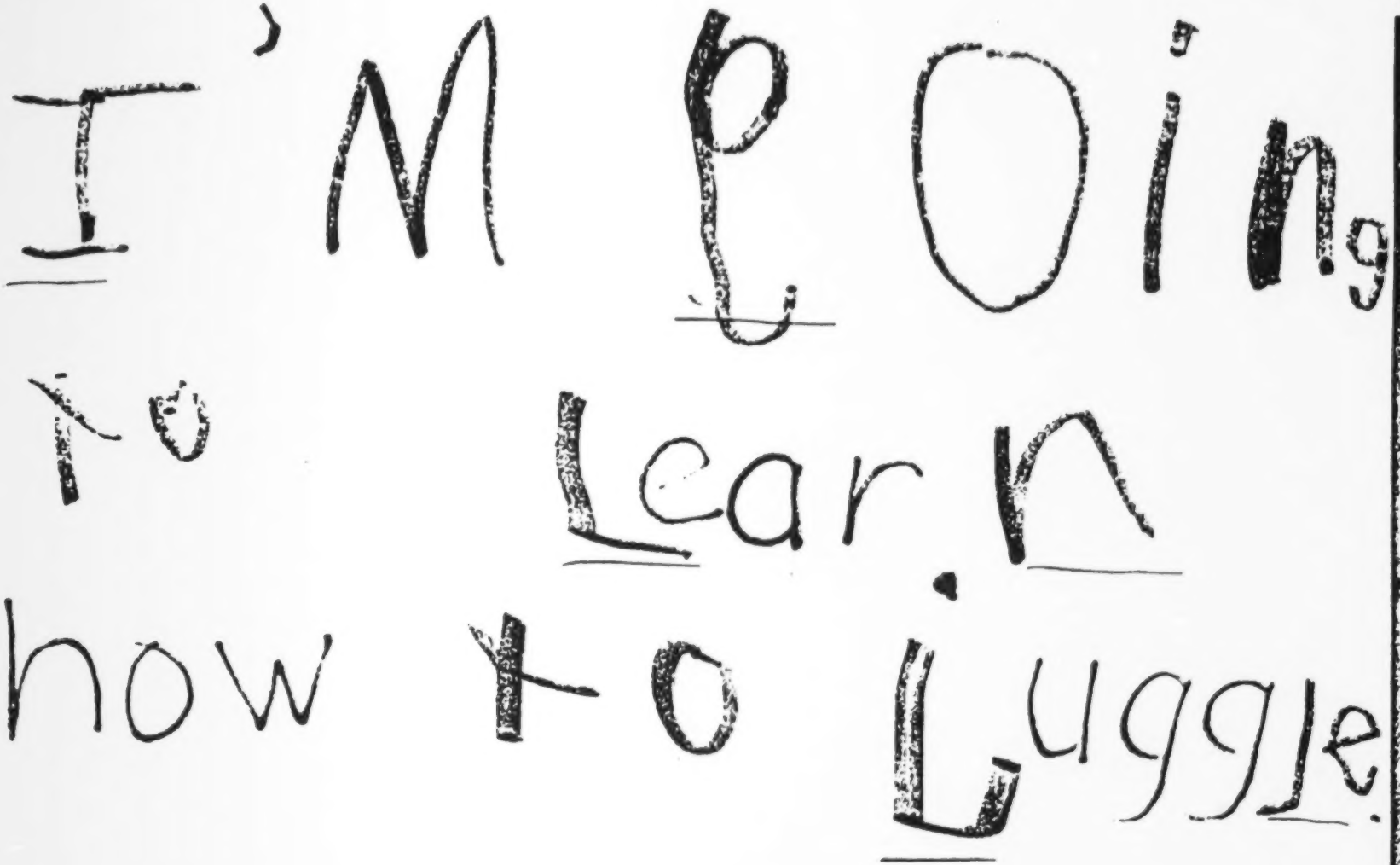
Appendix E

Ken's Progress in Reading



Appendix F

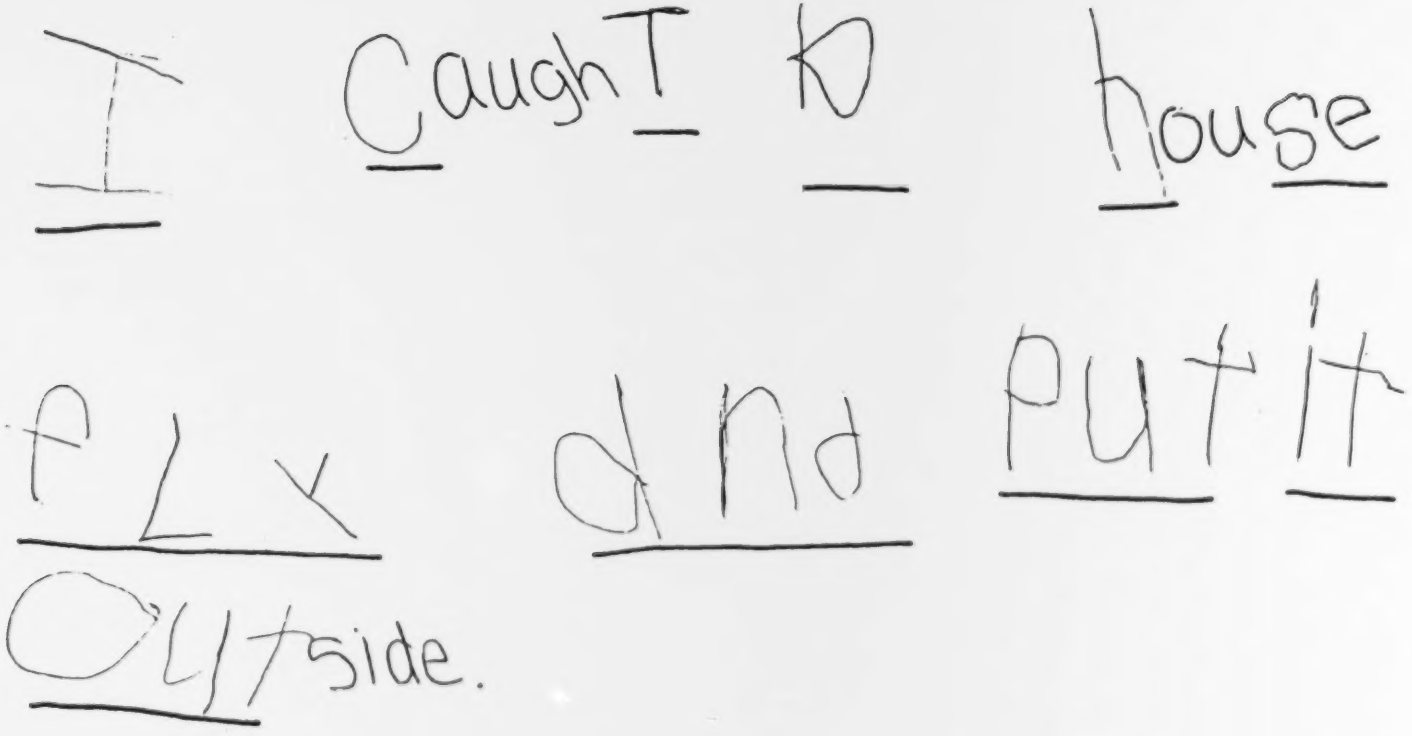
Week One



* **The underlined letters represent those letters which Ken was able to write independently.**

Appendix G

Week Twelve



* **The underlined letters represent those letters which Ken was able to write independently.**

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